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ABSTRACT

This guide is designed for educators involved in teaching, developing curriculum, or counseling students. It describes six new forms used to report the results of 10th-grade student performance on the Florida State Student Assessment Test, Parts I and II (SSAT-I and -II): (1) Parent Report, SSAT-I; (2) Student Report, SSAT-I; (3) Student Report, SSAT -II; (4) Listing of Achievement Report, SSAT-I; (5) Listing of Achievement Report, SSAT-II; and (6) Test Foil Analysis (SSAT-I). Each report form is illustrated and contains an explanatory key for the reader to identify and understand the report. A brief discussion of the data follows the key and offers some suggestions on how to interpret the example data. The Statewide Assessment Program provides information on the effectiveness of the State, each district, and each school regarding students acquiring and applying basic reading, writing, and mathematics skills. This guide discusses: statewide assessment results; considerations in interpretation; ways to use assessment results; dissemination of results; grouping students for remediation; certifying students for standard mastery; considerations for spring testing; minimum student performance standards and skills; and criteria for achievement of minimum performance standards and skills. (Author/PN)

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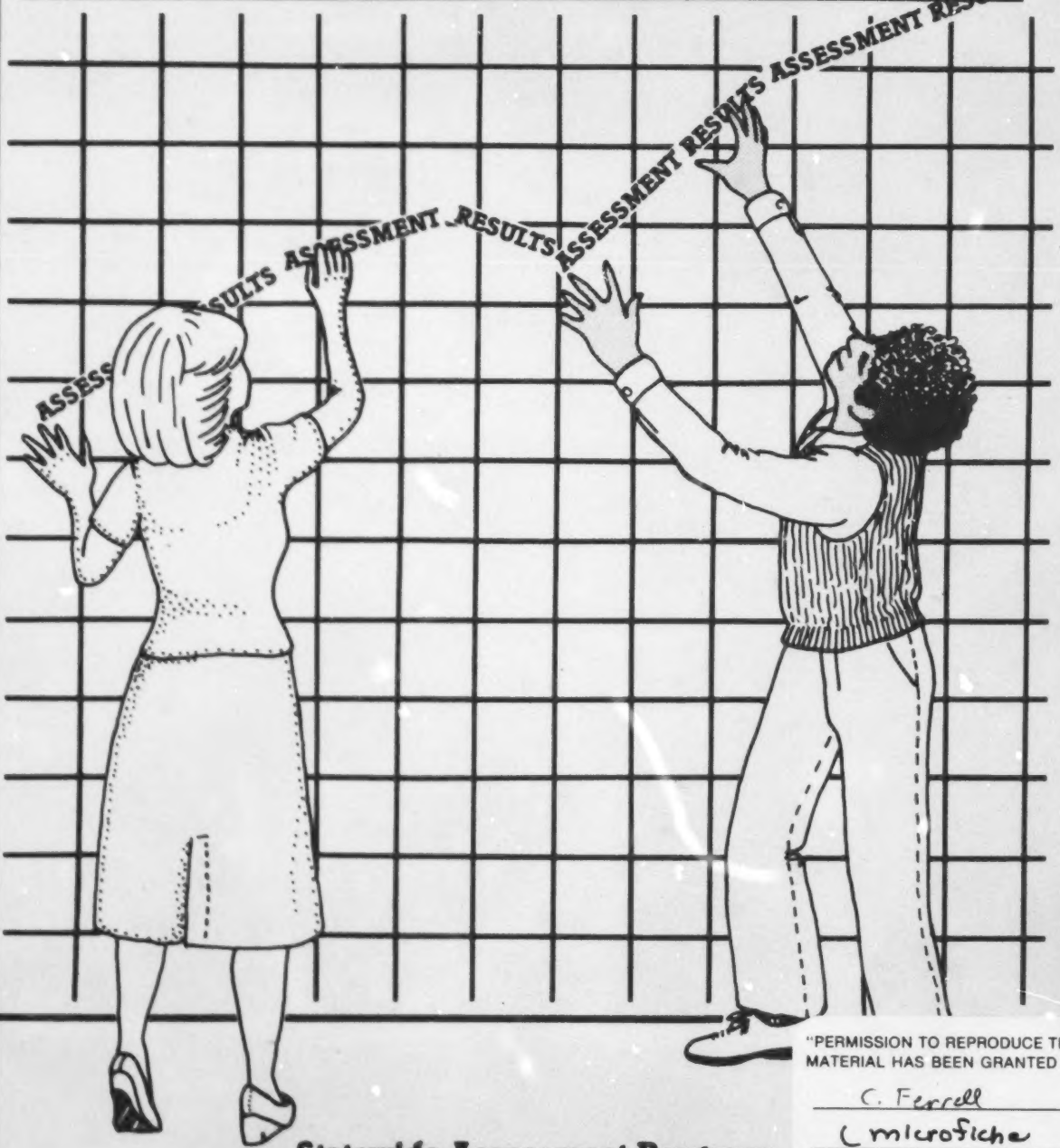
A GUIDE TO USING THE 10TH-GRADE ASSESSMENT RESULTS APRIL 1982



State of Florida Department of Education Ralph D. Turlington, Commissioner Tallahassee, Florida 32301

Statewide Assessment Program

TM 830 157

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dear Educators:

To help with the task of interpreting assessment information, the staff from the Student Assessment Section traditionally provides materials to districts and schools on how to effectively use the reports of assessment results. Many comprehensive publications and audio-visual materials have been disseminated to the districts over the last several years detailing the processes involved in using and interpreting the report forms. These materials are available through the District Accountability Coordinator or the Student Assessment Section.

A Guide to Using the 10th-Grade Assessment Results, April 1982 is designed for educators who are involved in teaching, developing curriculum, or counseling tenth-grade students. This *Guide* contains examples of six important report forms that will be used to report the results this spring. Whether you are a newcomer to the Assessment Program or a "seasoned veteran," this *Guide* will be helpful in describing the new report forms and in offering suggestions for their use.

The district coordinators and school testing coordinators are available for assistance if you should have any questions. Further, the staff of the Student Assessment Section is available to respond to questions concerning this publication. Please telephone or write:

Student Assessment Section
Department of Education
Knott Building
Tallahassee, Florida 32301
904/488-8198

A GUIDE TO USING THE 10TH-GRADE ASSESSMENT RESULTS APRIL 1982

Student Assessment Section
Bureau of Program Support Services
Division of Public Schools
Department of Education
Tallahassee, Florida 32301

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Department of State
1982

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INTRODUCTION

A priority of Florida's educational system is helping all students acquire and apply the skills necessary to perform basic reading, writing and mathematics tasks. The Statewide Assessment Program provides information on the effectiveness of the State, each district and each school in achieving this goal.

The primary focus of the Assessment Program is on providing meaningful student achievement data from the school, district and state levels to educators, legislators, parents, citizens and students. This publication, *A Guide to Using the 10th-Grade Assessment Results, April 1982* explains the variety of forms used to report results of tenth-grade students on the State Student Assessment Test, Parts I and II (SSAT-I and -II).

Reporting assessment data to various audiences is a critical feature of the Statewide Assessment Program. This role of the program was defined by the 1976 Educational Accountability Act enacted by the Florida Legislature. Briefly, the Program gathers and reports student achievement data in reading, writing and mathematics at grades 3, 5, 8 and 10. Students, parents and citizens are recipients of this data through various report forms and publications produced by the Program. Grades 3, 5 and 8 are assessed in October and now grade 10 is assessed in April of each year.

The Statewide Assessment Program tests are comprised of two parts—a basic skills portion and a second portion which requires the application of those skills to practical situations. These tests are based on Minimum Student Performance Standards which were adopted by the State Board of Education in April 1977 for grades 3, 5, 8 and 11. These standards, developed by the Department of Education with involvement of local district educators from across Florida, reflect desired minimum achievement for each student at each grade level. The 11th-grade standards are now measured in the latter part of 10th grade to provide a longer time for student remediation if it is necessary. The standards were revised again in 1978-79 and the State Board of Education adopted the revisions in May 1979. The new standards are similar to the previous ones and will become effective in 1985-86. Students are expected to master the standards as part of their requirement for graduation. Local school districts are responsible for preparing all students in the areas covered by the new standards.

Spring 1982 Test Administration

The April 1982 assessment involved approximately 120,000 public school tenth-grade students. Eleventh- and twelfth-grade students who had not passed the test previousiy also were tested. Certain exceptional students were exempted if they were not expected to master the Minimum Student Performance Standards for regular students. Also, special testing materials were used with some exceptional students if these materials more fairly assessed the students' skills.

The 1982 administration occurred during March 22 - April 7. For the SSAT-I, testing took one day (with another one allotted for make-up testing). A recommendation was made by the Department of Education that the SSAT-II be given on March 30 and/or 31. However, specific testing dates and the number of testing sessions within the specific time frame were to be determined by the districts.

The tests were untimed to assure that each student could attempt all items. The *Test Administration Manual for SSAT-I and SSAT-II, Spring 1982* presents a summary of estimated test times.

Assessment results describe student achievement of the Minimum Student Performance Standards and the skills which comprise each standard. In most cases a standard is defined by one, two or three skills. Each skill, in turn, is measured by several test items, normally four or five (see Figure 1).

Figure 1

Relationship Between Standards, Skills and Items[a]

Standard A	Standard B
Skill 1	Skill 21
Items 1	Items 56
2	57
3	58
4	59
Skill 2	Skill 22
Items 5	Items 60
6	61
7	62
8	63
9	64
	Skill 23
	Items 65
	66
	67
	68

[a]The identification of skills and standards is for illustrative purposes only. The actual items under each standard and skill are not necessarily numbered consecutively.

A student masters a skill and standard when he/she correctly answers a certain minimum number of items. For the 1982 tests, skills and standards are mastered according to the criteria discussed on pages 27 through 29 of this *Guide*.

Once the tests are scored, individual student results are provided that indicate whether a student mastered the various items, skills and standards. For group data, student achievement is reported by the percent of students responding correctly at three levels of measurement as follows:

1. Percent of students achieving each standard
2. Percent of students achieving each skill
3. Percent of students answering each item correctly (SSAT-I)

Further, these results are aggregated and reported by school, district and state units and are reported in the *Listing of Achievement Reports* as well as other summary reports. These reports of results were sent to districts along with *A Guide to Using the 10th-Grade Assessment Results, April 1982*.

THE ASSESSMENT REPORTS

The report forms of results which will be received by the districts and schools this spring will provide detailed data to assist in the analysis of strengths and weaknesses in the basic skills instructional programs and will identify areas of need in individual students. Six illustrations of these forms which all include examples of student data are presented in this *Guide*. They are the:

1. *Parent Report,* SSAT-I
2. *Student Report,* SSAT-I
3. *Student Report,* SSAT-II
4. *Listing of Achievement Report,* SSAT-I
5. *Listing of Achievement Report,* SSAT-II
6. *Test Foil Analysis* (SSAT-I)

On the page opposite each illustrated report form is an explanatory key to help the reader identify and understand the important parts of the report. A brief discussion of the data follows the key and offers some suggestions on how to interpret the example data.

Other reports of results which are available through the district or test coordinator are:

School and District Summaries of the Listings of Achievement
District Report of School Achievement on the SSAT-II
List of Students' Results, SSAT-II
District Report of School Skill Achievement

PARENT REPORT, SSAT-I

The sample *Parent Report* on the following page presents Joseph North's performance on the standards assessed in tenth-grade Communications and Mathematics on the State Student Assessment Test, Part I (SSAT-I). This report is sent home either with the student or through the mail, depending on the school policy. Each school receives two copies of the *Parent Report*: one for the parents and one to be kept by the guidance counselor or appropriate teacher. The other side of the *Parent Report* will contain a letter, in both English and Spanish which briefly describes the report's contents. A special *Parent Report* is provided only for the SSAT-I. For the SSAT-II, a second copy of the *Student Report* is sent home to the parents.

FLORIDA STATEWIDE ASSESSMENT
PARENT REPORT

SCHOOL # 99-9999
DISTRICT SHELL COUNTY
STATEWIDE ASSESSMENT RESULTS FOR
NORTH JOSEPH
GROVE HIGH SCHOOL
IN GRADE 10
APRIL 1982

← A →

B ↓

COMMUNICATIONS

ON THE READING SECTION OF THE TEST, JOSEPH
WAS ABLE TO
- A Acquire a basic vocabulary
- C Determine word meaning from word parts
- E Determine the main idea of a message
- F Find information in a message
- K Follow oral and written directions

BUT WAS NOT ABLE TO
- B Determine word meaning from usage in passage
- H Determine the generalization supported by a message
- I Identify fantasy, fact, and opinion
- J Recognize irrelevant and invalid statements
- M Use appropriate reference skills

ON THE WRITING SECTION OF THE TEST, JOSEPH
WAS ABLE TO
- B Organize information
- G Spell correctly
- I Capitalize correctly

BUT WAS NOT ABLE TO
- H Punctuate correctly

YOUR CHILD MASTERED 8 OUT OF THE 14 MINIMUM STUDENT PERFORMANCE STANDARDS TESTED IN COMMUNICATIONS.

FLORIDA STATEWIDE ASSESSMENT
PARENT REPORT

SCHOOL # 99-9999
DISTRICT SHELL COUNTY
STATEWIDE ASSESSMENT RESULTS FOR
NORTH JOSEPH
GROVE HIGH SCHOOL
IN GRADE 10
APRIL 1982

C ↓

MATHEMATICS

ON THE MATHEMATICS TEST, JOSEPH
WAS ABLE TO
- C Round numbers
- D Put numbers in order
- E Identify equivalent fractions, decimals, & percents
- H Multiply whole numbers
- I Divide whole numbers

BUT WAS NOT ABLE TO
- J Add and subtract fractions
- K Multiply fractions
- M Multiply and divide decimals
- N Find percentages
- T Solve word problems--whole numbers
- U Solve word problems involving proper fractions

YOUR CHILD MASTERED 5 OUT OF THE 11 MINIMUM STUDENT PERFORMANCE STANDARDS TESTED IN MATHEMATICS.

99-9999-000

↖ D ↗

Key to Reading the Sample *Parent Report, SSAT-I*

A. Identification information: date, school, district, student, grade

B. Record of student's reading and writing standard mastery including standard identification letter. Standards that were mastered are listed first; those that were not mastered are listed second.

C. Record of student's mathematics standard mastery including standard identification letter. Standards that were mastered are listed first; those that were not mastered are listed second.

D. Summary information on the number of standards mastered and the number assessed in both Communications and Mathematics

Discussion of the Sample Parent Report, SSAT-I

The Communications section on the left side of the report (Section B) indicates that Joseph mastered five reading standards and three writing standards leaving a total of six standards not mastered. This is verified in the summary information (Section D) because Joseph mastered eight out of fourteen standards tested in Communications. Continuing with this analysis, note that he mastered five of the eleven Mathematics standards (Section C).

The capital letters next to the standards will help the parent identify a specific standard when talking to the teacher or counselor. Not all letters of the alphabet are listed here because not all of the Minimum Student Performance Standards are included in the tenth-grade assessment. A complete list of standards is located on pages 23 and 24 of this *Guide*.

Based on Joseph's overall standard achievement, his parents and teachers will undoubtedly wish to examine his skill and item achievement detailed in the *Student Report* which is also sent to the school.

STUDENT REPORT, SSAT-I

The SSAT-I *Student Report* is more detailed than the SSAT-I *Parent Report* and presents data by skill and item achievement and gives an indication of standard mastery. A separate student report is provided for both the Communications and Mathematics standards. The example shown on the following page is for Joseph North's SSAT-I Communications results.

Two copies of the *Student Report* are sent to the school. One copy can be kept in the student's cumulative folder and it might be helpful to file the other with the school's copy of the *Parent Report*. Both reports should be accessible for parent conferences and for use by school personnel. The *Parent Report* and the *Student Report* can be effectively used together to provide an overall picture of an individual student's achievement. (The *Student Report* is not sent home to parents.)

GRADE 10 (A)

1981-82 STUDENT REPORT

FLORIDA STATEWIDE ASSESSMENT PROGRAM

NAME NORTH JOSEPH

BIRTHDATE 07-17 (C)

STUDENT ID (D)

APRIL 1982

DIST. DATA (E) 00 0

GROVE HIGH SCHOOL (F) 99-9999 (G)

STANDARD AND SKILL	COMMUNICATION SKILLS — SSAT I	CORRECT ANSWERS NEEDED	# OF ITEMS ANSWERED CORRECTLY	ITEM NUMBERS AND RESPONSES					SKILL ACHIEVED	REMEDIATION INITIAL	REMEDIATION DATE
	READING (B)										
A 1	Identify synonyms and antonyms.	7/10	10	44	45	46	47	57	YES		
				58	59	60	61	62			
A 3	Identify literal definitions of words.	4/ 5	5	34	35	36	37	38	YES		
B 5	Use context to determine word meaning.	3/ 4	2	53 A	54 H	55 +	56 +		NO		
C 7	Choose prefix or suffix so word fits sentence context.	4/ 5	5	48	49	50	51	52	YES		
C 8	Associate inflected words in context.	4/ 5	5	86	87	88	89	90	YES		
E 10	Infer main idea of a paragraph.	4/ 5	5	15	16	17	18	19	YES		
F 13	Determine the order of details in a selection.	4/ 5	5	39	40	41	42	43	YES		
H 18	Infer feelings and emotions.	4/ 5	3	24 +	25 A	26 H	27 +	28 +	NO		
H 19	Identify outcomes based on inferences.	3/ 4	2	82 +	83 +	84 H	85 B		NO		
I 20	Identify facts and opinions.	3/ 4	2	20 F	21 +	22 +	23 C		NO		
J 22	Identify an irrelevant statement in a selection.	4/ 5	3	73 C	74 +	75 +	76 G	77 +	NO		
J 23	Identify conclusions based on insufficient evidence.	4/ 5	3	63 +	64 G	65 A	66 +	67 +	NO		
K 25	Follow written directions to complete a task.	4/ 5	5	6	7	8	9	10	YES		
H 27	Identify dictionary definitions of words used in context.	4/ 5	3	68 +	69 +	70 G	71 A	72 +	NO		
	WRITING										
B 2	Identify appropriate headings for groups of words and phrases.	3/ 4	3	11	12 I	13	14		YES		
G 22	Identify correct spelling of common words.	7/10	7	96	97 B	98	99	100 F	YES		
				101	102	103 A	104	105			
G 25	Apply rule for adding prefixes and suffixes.	4/ 5	4	1	2	3 C	4	5	YES		
H 29	Use apostrophe for possessive nouns not ending in "s".	4/ 5	3	91 A	92 +	93 +	94 +	95 B	NO	J.W.	5-21-82
H 30	Identify proper punctuation before conjunctions.	3/ 4	2	78 +	79 +	80 H	81 A		NO		
I 31	Capitalize proper nouns.	4/ 5	4	29 B	30	31	32	33	YES		

TOTALS

81 ITEMS CORRECT OF 105
11 SKILLS ACHIEVED OF 20
8 STANDARDS ACHIEVED OF 14

The following state Minimum Student Performance Standards were not achieved. Additional instruction may be necessary in these areas.

READING: B,H,I,J,M
WRITING: H

*Double Grid

(H)

12

13

Key to Reading the Sample *Student Report, SSAT-I*

A. Identification information: grade, date, student, birthdate, school and subject (Communications SSAT-I or Mathematics SSAT-I)

B. Minimum Student Performance Standard identification letter, skill number and skill statement (located on the left side of the report)

C. Number of questions the student must master out of the total number used to test the skill (7 out of 10, 4 out of 5 and so on)

D. Number of questions the student answered correctly

E. Item identification numbers (44, 45, 46 listed horizontally) and an indication of whether a student achieved the item (by "+" symbol) or did not achieve the item (by letter of wrong answer choice). If the "Item Numbers and Responses" section is "Blank" (no "+'s" or wrong answer choices), then the skill was achieved.

F. Indication of skill achievement by "Yes" or "No"

G. Brief remediation record (initial and date)

H. Summary of student mastery
   1. Number of items, skills and standards a student mastered are on the left side.
   2. Minimum Student Performance Standards not mastered are listed along the bottom.

Discussion of the Sample Student Report, SSAT-I

The "Skill Achieved" column (Section F) indicates by a series of "No's" and "Yes's" the skills Joseph failed to achieve and those he achieved. We can count the "No's" and see that Joseph missed nine skills of the twenty measured, most of which cluster under Standards H, I and J. We already know the six standards he failed to master from the *Parent Report*. The missed standards are listed on this report along the bottom in Section H.

The teacher may wish to examine the item data of the missed skills (Section E). The "+" symbol appears with an item number only if the student failed to master a skill. The "+" indicates the answer choice was correct. If a capital letter appears by an item number, this means the item was missed and the letter signifies the wrong item response. If none of the items measuring a skill are followed by "+'s" or wrong answer choices, then the skill was achieved by the student. Also, a skill can be achieved if the student met the criteria but missed one or more items as in Writing Skill G-25.

School personnel will want to obtain a copy of the test booklet to examine the actual items failed. The test booklet is available only through the District Coordinator of Accountability. The school test coordinator will be able to advise teachers as to the procedures involved in securing a copy of the booklet.

As indicated by the initials and date in the remediation column, Joseph has already mastered Writing Standard H since the receipt of this report. Records of standard mastery are very important as Joseph must be certified as having mastered all missed standards prior to receiving a regular high school diploma. School and district policies vary in techniques for certification. Whatever the procedure and/or policy, tenth-grade teachers and counselors should be informed of it by the time the report forms are received.

A → COMMUNICATION SKILLS

1981-82 STUDENT REPORT

FLORIDA STATEWIDE ASSESSMENT PROGRAM

SSAT-II

NAME NORTH JOSEPH BIRTHDATE 07-17 99-9999

B → GRADE 10 STUDENT I.D. GROVE HIGH SCHOOL

APRIL 1982 DIST. DATA

COMMUNICATION SKILLS	CORRECT ANSWERS NEEDED (D)	# OF ITEMS ANSWERED CORRECTLY (E)	SKILL ACHIEVED (F)
11. Infer the main idea of a selection.	5/6	2	NO
12. Find specific information in a selection.	3/4	3	YES
16. Infer the cause and effect of an action.	4/5	4	YES
20. Identify facts and opinions.	5/6	5	YES
C → 21. Identify an unstated opinion.	4/5	2	NO
26. Identify source to obtain information on a topic.	4/5	2	NO
28. Use index cross-references to find information.	5/6	5	YES
29. Use highway and city maps.	5/6	5	YES
32. Include necessary information in letters.	4/5	4	YES
33. Complete a check and its stub.	5/6	5	YES
34. Complete accurately common application forms.	5/6	5	YES

TOTALS { 42 ITEMS CORRECT OF 60 ← G
8 SKILLS ACHIEVED OF 11

STUDENT DID PASS THE SSAT-II COMMUNICATION SKILLS TEST. ← H

STUDENT DID NOT PASS THE SSAT-II MATHEMATICS TEST.

8

A → MATHEMATICS SKILLS

1981-82 STUDENT REPORT

FLORIDA STATEWIDE ASSESSMENT PROGRAM

SSAT-II

NAME NORTH JOSEPH BIRTHDATE 07-17 99-9999

B → GRADE 10 STUDENT I.D. GROVE HIGH SCHOOL

APRIL 1982 DIST. DATA

MATHEMATICS SKILLS	CORRECT ANSWERS NEEDED (D)	# OF ITEMS ANSWERED CORRECTLY (E)	SKILL ACHIEVED (F)
17. Determine the time between two events.	4/5	3	NO
24. Determine equivalent amounts of money.	3/4	3	YES
30. Solve problems involving whole numbers.	4/5	4	YES
32. Solve problems involving decimal fractions or percents.	4/5	4	YES
33. Solve problems involving comparison shopping.	4/5	3	NO
34. Solve problems involving a rate of interest.	3/4	2	NO
C → 35. Solve purchase problems involving sales tax.	4/5	2	NO
36. Solve purchase problems involving discounts.	3/4	2	NO
37. Solve problems involving measurement.	3/4	3	YES
38. Solve problems involving the area of a rectangle.	4/5	4	YES
39. Solve problems involving capacity.	3/4	4	YES
40. Solve problems involving weight.	4/5	5	YES
41. Find information in graphs and tables.	4/5	2	NO

TOTALS { 41 ITEMS CORRECT OF 60 ← G
7 SKILLS ACHIEVED OF 13

STUDENT DID NOT PASS THE SSAT-II MATHEMATICS TEST. ← H

STUDENT DID PASS THE SSAT-II COMMUNICATION SKILLS TEST.

STUDENT REPORT, SSAT-II

The *Student Report* for the SSAT-II is almost self-explanatory. Three copies of this report will be received by the school. One should be placed in the student's file with the SSAT-I, *Parent and Student Reports*. Also, a copy of this report is sent to parents and a letter is provided on the back in both English and Spanish.

Notice that there are no standards listed on this report as Communication Skills is considered one standard and Mathematics, another. A perforated line separates the two standards so that the reports can be separated and given to the appropriate teacher.

Key to Reading the Sample *Student Report, SSAT-II*

A. The two minimum standards assessed, Communication Skills and Mathematics Skills

B. Identification information located at the top of the form: student name, birthdate, district, school and grade

C. Skill numbers and statements

D. The number of correct answers needed to achieve the skill and the number of questions used to test the skill, expressed as 5/6, 3/4 and so on

E. The number of questions the student answered correctly: 2, 3, 4 and so on

F. Whether the skill was achieved or not ("Yes" or "No")

G. The total number of items and skills the student achieved out of the total number tested

H. Whether the s udent passed the test or not

Discussion of the Sample Student Report, SSAT-II

Looking at Joseph's results on the SSAT-II, we can see immediately that he passed the Communications portion of the test but failed Mathematics. The criteria for determining whether or not a student passed the test (either Mathematics or Communications) are the number of items the student answered correctly. To pass the test, a student must correctly answer 42 out of 60 items.

Along with the twelve standards he did not master on the SSAT-I, Joseph will need help with the six skills he did not achieve on the Mathematics portion of the SSAT-II. He may retake the Mathematics test in October and April of the 11th and 12th grades. Even though Joseph will not need to retake the Communications section, his teacher at some point should provide him with help on the three skills he missed.

For security reasons, no SSAT-II test booklets are ever left in the districts, so no item data is given. However, item specifications for the SSAT-II testing are available in each school and may be used to determine the types of test items measuring each skill. It may be helpful to examine the specifications before the remediation process is begun.

SSAT-I

DISTRICT: 99 SHELL COUNTY
SCHOOL: 9999 GROVE HIGH SCHOOL
CLASS: 00 0
APRIL 1982

No. of Students
E → 225
115
115

LISTING OF ACHIEVEMENT
1981-1982 STATEWIDE ASSESSMENT PROGRAM
FLORIDA DEPARTMENT OF EDUCATION

GRADE: 10

B

SKILL ACHIEVEMENT

SUBJECT	READING															WRITING											STANDARD ACHIEVEMENT			
STANDARD	A		B	C		E	F	H		I			K	M		B	G		H		M								
SKILL NUMBER	01	03	05	07	08	10	13	18	19	20	22	23	25	27		02	22	25	29	30	31								
KEY FOR SKILL ITEM ACHIEVEMENT	Identify synonyms and antonyms (7/10)	Identify literal definitions of words (4/5)	Use context to determine word meaning (3/4)	Choose prefix or suffix so word fits sentence context (4/5)	Associate inflected words in context (4/5)	Infer main idea of a paragraph	Determine the order of details in a selection (4/5)	Infer feelings and emotions (4/5)	Identify outcomes based on inferences (3/4)	Identify facts and opinions (3/4)	Identify an irrelevant statement in a selection (4/5)	Identify conclusions based on insufficient evidence (4/5)	Follow written directions to complete a task (4/5)	Identify dictionary definitions of words used in context (4/5)		Identify appropriate headings for groups of words and phrases (3/4)	Identify correct spelling of common words (7/10)	Apply rule for adding prefixes and suffixes (4/5)	Use apostrophe for possessive nouns not ending in 's' (4/5)	Identify proper punctuation before conjunctions (3/4)	Capitalize proper nouns (4/5)								
NT = Student not tested																													
Blank = Item correct and skill achieved																													
• = Item correct but skill not achieved																													
O = Item omitted																													
* = Double grid																													
A I = Incorrect answer student chose																													

STANDARD ACHIEVEMENT
A Acquire a basic vocabulary
B Determine word meaning from usage in passage
C Determine word meaning from word parts
E Determine the main idea of a message
F Find information in a message
H Determine the generalization supported by a message
I Identify fantasy, fact, and opinion
J Recognize irrelevant and invalid statements
K Follow oral and written directions
M Use appropriate reference skills
B Organize information
G Spell correctly
H Punctuate correctly
I Capitalize correctly

		Total items achieved of 165	Total skills achieved of 20	Total standards achieved of 14
ALLEN	ROBERT			
BATES	WILLIE			
JONES	SAMUEL			
NORTH	JOSEPH			
ARNOLD	FRED	57	6	4

KEY FOR STANDARD ACHIEVEMENT
– = Not tested
A-Z = Not achieved

PERCENT OF STUDENTS ANSWERING EACH ITEM CORRECTLY

% IN CLASS	(No 108)	11	1	11		1											1 1					1							1
% IN SCHOOL	(No 108)	11	1	11		1											1 1					1							1
% IN DISTRICT	(No 216)																												

PERCENT OF STUDENTS ACHIEVING EACH SKILL

CLASS %		97		94	86	89	91	89	89	94	86	83	86	83	97	94	86		86	77	54	83	91						
SCHOOL %		97		94	86	89	91	89	89	94	86	83	86	83	97	94	86		86	77	54	83	91						
DISTRICT %		96		93	86	86	89	89	89	94	86	84	86	84	95	94	86		82	76	52	82	91						
STATE %																													

PERCENT OF STUDENTS ACHIEVING EACH STANDARD

CLASS %		97			86		89		89	91		83		86	97	94	86		83			71	91						
SCHOOL %		97			86		89		89	91		83		86	97	94	86		83			71	91						
DISTRICT %		96			86		87		89	89	91		84		86	95	94	86		30			70	91						
STATE %																													
STANDARD		A			B		C		E	F	H		I		J	K	M	B		G			H		I				

(STATE PERCENTS TO BE WRITTEN IN BY SCHOOL)

NOTE: DATA IN F AND G IS BASED UPON A HYPOTHETICAL TOTAL SCHOOL LISTING EXCLUDING EXCEPTIONAL-EDUCATION STUDENTS.
CLASS AND SCHOOL PERCENTAGES ARE THE SAME BECAUSE THERE IS NO LISTING OF ACHIEVEMENT BY CLASS IN TENTH GRADE.

LISTING OF ACHIEVEMENT REPORT, SSAT-I

The *Listing of Achievement* report contains a variety of information which should be helpful in determining areas of strengths and weaknesses among tenth-grade students.

The school receives two copies of this report at the same time the *Student Reports* are received. There is a separate *Listing* for both Communications and Mathematics. This report should be available to the principal, curriculum personnel, teachers, counselors and others who are in charge of establishing remedial classes and implementing necessary curricular changes.

As this is a list of all the students in the school who took the SSAT-I, the report will be very useful in:

1. Identifying the standards missed by most students
2. Forming a hierarchy of weak areas based upon skill achievement
3. Grouping students for remedial classes or other remediation strategies
4. Comparing school, district and state percents
5. Diagnosing item difficulties when used in conjunction with the *Test Foil Analysis* and test booklet

Key to Reading the Sample *Listing of Achievement Report, SSAT-I*

A. Names of students tested (exceptional-education students listed last)

B. Subject tested, standard identification letter, skill identification number, skill statement, number of items needed to achieve the skill and the number of items tested

C. Key for skill and item achievement symbol definitions

D. Item numbers (listed vertically) ordered by standards and skills (not in test booklet order)

E. Total number of students tested in the school on the SSAT-I Communication Skills

F. Number of students included in summary percentages (Exempt exceptional students are excluded.)

G. Percents of achievement for school, district and State (State data is to be written by school personnel.)

H. Standard achievement record

I. Total number of items, skills and standards achieved

J. Student item and skill achievement record

Discussion of the Sample Listing of Achievement Report, SSAT-I

The sample *Listing of Achievement, SSAT-I* on page 10 displays Communications results for only five students out of the hypothetical 115 (Section E) tested in the school. The actual listing will contain data for 36 students per page and for some schools the *Listing* will be a lengthy report.

The Standard Achievement section (Section H) of the *Listing* is useful in identifying the standards which were missed most often by tenth graders. A list of students can be compiled for each missed standard and then distributed to appropriate teachers.

By scanning the item data in Section J, the problem skill areas can be determined immediately. A series of "+" symbols and letters always indicates that the skill was not achieved. The letter signifies the wrong answer the student selected and the "+" symbol signifies that the student answered the item correctly. In our example, the most often missed skills were Reading skills I-20, J-22 and Writing skills H-29 and H-30. While the columns for Reading skills A-1, A-3; and Writing skills B-2, G-22, G-25 and I-31 contain missed items, the students answered enough items to achieve the skill. If a student achieved a skill without missing any items, the space under the skill is left blank.

When a student marks two answers for one item on his or her answer document, an asterisk appears and the item is considered incorrect. If a student omits an item, an "O" for omit appears (see Section C). Robert Allen in our example omitted item 20 (Skill I-20) and gave two or more answers for item 96 (Skill G-22).

In investigating our example further, it is obvious that all of the students listed need some form of help in mastering the standards. Willie Bates probably needs the least remediation because he failed to master only one standard (Standard J). This is determined by his skill achievement record and is verified by his standard achievement record. Robert Allen missed two standards (I and H) followed by Joseph North who missed six standards (Reading B, H, I, J, M and Writing H) and Samuel Jones who was not tested. Samuel's name appears on this listing for record-keeping purposes because he took the Mathematics section of the SSAT-I. If a student takes only one section of either the SSAT-I or -II, his or her name will be recorded on the report for the section he did not take as "NT" (Not Tested).

Joseph North needs the most attention based upon results from this school report and previous review of the student and parent reports. The purpose of this *Listing* is to aggregate the results into group data by classroom and grade so examination of students who, along with Joseph, had trouble with the same skills and standards is readily possible.

The percents in Section G are figured on the number of students for whom results should be reported. In this example, although there was a total of 115 students (Section E) tested, only 108 (Section F) scores were included in the percents of achievement. For instance Fred Arnold's results were not counted because he is an exceptional-education student. (Results for exceptional-education students are listed after those for regular students on the *Listing*.) Also, Samuel Jones is not considered in the total percents because he did not take the SSAT-I Communications. Teachers, counselors and other test administrators may have invalidated students' results at the time of testing for different reasons (see *Test Administration Manual for SSAT-I and -II, Spring 1982*).

There are no state percents on this *Listing* because they have not been received by the school as yet. When the school receives the state percents, they can be recorded in the space provided.

The items that tenth graders most often missed can be marked or noted in some way on the report form. Then the content and format of these items can be examined carefully with the test booklet in an attempt to understand why students may have missed these items. Further, these difficult items need to be checked against the *Test Foil Analysis* so that the wrong answer choices can be examined. The analysis process will be discussed furtner in the *Test Foil Analysis* in this *Guide*.

DISTRICT: 99 SHELL COUNTY
SCHOOL: 9999 GROVE HIGH SCHOOL

GRADE 10
APRIL 1982

No. of Students
225
6

LISTING OF ACHIEVEMENT
1981-1982 STATEWIDE ASSESSMENT PROGRAM
FLORIDA DEPARTMENT OF EDUCATION

SSAT-II COMMUNICATIONS AND MATHEMATICS SKILLS

KEY FOR SSAT — II
Report shows number of correct answers for each skill.
— = Skill not achieved
NT = Not tested

A

		SSAT - II COMMUNICATION SKILLS											C		SSAT - II MATHEMATICS SKILLS												C	
		11	12	16	20	21	26	28	29	32	33	34			17	24	30	32	33	34	35	36	37	38	39	40	41		
		Infer the main idea of a selection. (5/6)	Find specific information in a selection. (3/4)	Infer the cause and effect of an action. (4/5)	Identify facts and opinions. (5/6)	Identify an unstated opinion. (4/5)	Identify source to obtain information on a topic. (4/5)	Use index cross-references to find information. (5/6)	Use highway and city maps. (5/6)	Include necessary information in letters. (4/5)	Complete a check and its stub. (5/6)	Complete accurately common application forms. (5/6)	TOTAL ITEMS CORRECT OF 60	TOTAL SKILLS ACHIEVED OF 11	Determine the time between two events. (4/5)	Determine equivalent amounts of money. (3/4)	Solve problems involving whole numbers. (4/5)	Solve problems involving decimal fractions or percents. (4/5)	Solve problems involving comparison shopping. (4/5)	Solve problems involving a rate of interest. (3/4)	Solve purchase problems involving sales tax. (4/5)	Solve purchase problems involving discounts. (3/4)	Solve problems involving measurement. (3/4)	Solve problems involving measurement of a rectangle. (4/5)	Solve problems involving the area (3/4)	Solve problems involving capacity. (4/5)	Find information in graphs and tables. (4/5)	TOTAL ITEMS CORRECT OF 60	TOTAL SKILLS ACHIEVED OF 13	SSAT - II PASSED
ALLEN	ROBERT	5	3	4	-3	-3	4	6	6	5	5	5	49	9	YES	4	3	5	5	4	4	4	3	3	4	3	4	4	50	13	YES
APPLE	ALICE	-4	3	-3	-4	-3	-3	-4	-4	-3	-4	-4	39	1	NO	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT	0	0	NT
KLAM	COBIE	-4	-2	4	5	4	4	6	5	-3	-3	5	45	7	YES	-3	-2	4	-3	4	-2	-3	3	3	4	3	4	4	42	8	YES
NORTH	JOSEPH	-2	3	4	5	-2	-2	5	5	4	5	5	42	8	YES	-3	3	4	4	-3	-2	-2	-2	3	4	4	5	-2	41	7	NO
ZARES	BARBARA	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT	NT	0	0	NT	4	3	4	-3	-2	3	-3	3	3	-2	-2	4	4	40	8	NO
**********							B																								
ARNOLD	FRED	-0	-0	-0	-0	-1	-0	-1	-1	-2	-0	-0	5	0	NO	-1	-0	-1	-0	-0	-0	-0	-0	-0	-0	-2	-2	-0	6	0	NO

D

PERCENT OF STUDENTS ACHIEVING EACH SKILL

	COMM.	MATH.	11	12	16	20	21	26	28	29	32	33	34
% in CLASS			25	75	75	50	25	50	75	75	50	50	75
No. School	4	4	25	75	75	50	25	50	75	75	50	50	75
No. Dist.	212	210	90	90	90	88	85	85	95	90	95	85	95
% in STATE													
Skills			11	12	16	20	21	26	28	29	32	33	34

E

	PERCENT OF STUDENTS PASSING SSAT — II COMM.
% in CLASS	75
% in SCHOOL	75
% in DIST.	90
% in STATE	

PERCENT OF STUDENTS ACHIEVING EACH SKILL

	17	24	30	32	33	34	35	36	37	38	39	40	41
% in CLASS	50	75	100	50	50	50	25	75	100	75	75	100	75
% in SCHOOL	50	75	100	50	50	50	25	75	100	75	75	100	75
% in DIST.	95	90	95	80	90	65	70	80	85	80	80	85	90
% in STATE													
Skills	17	24	30	32	33	34	35	36	37	38	39	40	41

	PERCENT OF STUDENTS PASSING SSAT — II MATH.
% in CLASS	50
% in SCHOOL	50
% in DIST.	80
% in STATE	

LISTING OF ACHIEVEMENT REPORT, SSAT-II

The *Listing of Achievement, SSAT-II* combines results for both Communications and Mathematics on one report form. The school should receive two copies of this report as well as a separate list of all students who passed or failed either section of the test, Communications or Mathematics.

Key to Reading the Sample *Listing of Achievement Report, SSAT-II*

A. Subject areas tested (Communications and Mathematics Skills), skill numbers and skill statements, number of items needed to achieve the skill and the number used to test the skill, 5 out of 6, 3 out of 4 and so on

B. Skill achievement record

C. Columns indicating totals correct for items and skills and columns indicating by "Yes" or "No" whether or not the student passed the test

D. Percent of students achieving the skill in the school and district (State percents to be written in by school personnel.)

E. Percent of students passing the test for the school and district (State percents to be written in by school personnel.)

Discussion of the Sample Listing of Achievement, SSAT-II

This report needs to be analyzed carefully because students who failed either section will require help on the skills they missed. In this example Alice Apple and Joseph North each failed one section of the test. Fred Arnold failed both sections. Fred is an exceptional-education student and his results should be reported immediately to the appropriate special education teacher. Exceptional-education students are listed alphabetically after the list of regular students on the *Listings* for both SSAT-I and -II.

On the *Listing of Achievement, SSAT-II* the number of items the student answered correctly is given under the skill statement across from the student's name for each skill tested. If a "−" symbol appears before the number, (−4, −3 and so on) then the student did not answer enough items correctly to achieve the skill. If only a number is entered, then the student did answer enough items correctly and achieved the skill. There are no "+" symbols or letters for item choices on this report as in the *Listing of Achievement, SSAT-I.* For security reasons the SSAT-II test booklets are not left in the district and therefore no specific item data is reported.

This report provides percents of achievement for school, district and State similar to the *Listing* for the SSAT-I. Again, a space is provided for state data to be written in by school personnel upon receipt.

FLORIDA STATEWIDE ASSESSMENT PROGRAM

TEST FOIL ANALYSIS

A

DISTRICT 99 SHELL COUNTY
SCHOOL 9999 GROVE HIGH SCHOOL
GRADE TEN
NO. OF STUDENTS 108

SCHOOL
APRIL 1982

SSAT-I COMMUNICATIONS

RUN DATE: 04/30/82

B C D

ITEM	PERCENT CHOOSING				
	A or F	B or G	C or H	D or I	OMIT
001	1	90*	6	2	1
002	1	9	10	80*	0
003	0	99*	1	0	0
004	88*	2	1	9	0
005	0	0	98*	2	0
006	0	98*	10	0	0
007	1	99*	1	0	0
008	0	97*	2	1	0
009	0	1	98*	1	0
010	0	1	0	99*	0
011	*	6	1	0	0
031	0	0	90*	9	1
032	0	99*	1	0	0
033	88*	2	10	0	0
034	0	10	85*	5	0
035	90*	3	6	0	0
036	0	4	94*	2	0
037	1	8	2	88*	1
038	0	90*	10	0	0
039	94*	2	4	0	0
040	0	98*	2	0	1
041	1	*	0	9	0
061	0	98*	2	0	0
062	12	5	80*	2	1
063	0	6	10	84*	0
064	92*	6	2	0	0
065	0	0	97*	3	0
066	0	88*	2	10	0
067	99*	1	0	0	0
068	0	2	88*	10	0
069	0	94*	2	4	0
070	0	99*	0	0	0
071		7	*	4	0
091	10	20	40*	30	0
092	0	2	92*	6	0
093	88*	2	10	0	0
094	0	0	99*	1	0
095	0	96*	2	2	0
096	97*	3	0	0	0
097	98*	2	0	0	0
098	0	0	93*	7	0
099	84*	4	2	10	0
100	0	99*	1	0	0
	0		6	*	

E F

49-3026

NOTE THE ABOVE DATA IS FICTITIOUS

TEST FOIL ANALYSIS

The *Test Foil Analysis* report shows the percent of students in the school who selected each answer choice on the SSAT-I, Communications or Mathematics. Its purpose is to provide teachers and principals with a detailed summary of the answers students gave to all of the test questions. There is no *Test Foil Analysis* provided for the SSAT-II.

The District Accountability Coordinator receives two copies of the *Test Foil Analysis* for each school and district by grade level and subject tested (Communications and Mathematics). Both the test booklets and *Test Foil Analysis* should be obtained from the Coordinator to be used with the *Listing of Achievement, SSAT-I* as previously mentioned. The principal or appointed staff member should set up a meeting of appropriate school personnel to analyze these test results in coordination with the test booklet.

Key to Reading the Sample *Test Foil Analysis*

A. Identification information: district, school, grade, number of students

B. Standard and skill identification

C. Item number

D. Letter choices: A or F, B or G, C or H, D or I

E. Percent of students who chose a particular item choice (asterisk indicates correct answer)

F. Percent of students who omitted the item

Discussion of the Sample Test Foil Analysis

The *Test Foil Analysis* shown on the opposite page is only a portion of the total report and the data is fictitious.

Under the "percent choosing" columns (Section D) are printed the letters designating response choices: A or F, B or G, C or H and D or I. All of the odd-numbered items are designated by A, B, C, or D and even-numbered items by F, G, H, or I. Looking in our example for item number 1, Standard G, Skill 25, we can see that 01 percent of the students gave A as an answer, 90 percent B, 06 percent C, 02 percent D and 01 percent omitted the item. The asterisk by the 90 percent means that B was the correct response. The correct answer choice always has an asterisk after the percent.

You have probably noticed that some of the numbers in the "percent choosing" column add up to 99 or 101. In our example, the percent in item 7 adds to 101 and in item 35 to 99 percent. This is because the computer rounds off all calculations causing the totals to be slightly greater or less than 100 percent.

Based on our previous analysis of the *Listing of Achievement, SSAT-I,* we may wish to look up item number 91 under Writing Standard H, Skill 29 as it was missed by both Robert Allen and Joseph North. (Hypothetically, a larger percent of the class might have missed this item.) Both Robert and Joseph gave A as the correct response but according to the *Test Foil Analysis,* the correct answer was C. Notice that only 40 percent of the students achieved that item. The next step would be to look for the item in the test booklet and examine all of the possible answer choices. As you can see, this process of analysis can be very helpful in determining why students choose certain responses.

STATEWIDE ASSESSMENT RESULTS
CONSIDERATIONS IN INTERPRETATION

Interpretation of results gives meaning to the data and direction to instructional activities designed to meet students' needs. This section of the *Guide* (1) discusses factors which should be considered for interpretation, (2) provides suggestions to make interpretation easier and (3) offers some techniques for using the results and communicating them to others.

The SSAT-I and -II—Implications for Graduation

Teachers, school administrators, students and parents should be aware of the relationship of the State Student Assessment Test, Part I and Part II, to graduation from high school. The SSAT-I measures certain basic skills defined by the State Board of Education as being important for graduation purposes. Students should master the minimum standards included on the test. However, students take the SSAT-I only one time. If certain standards are not mastered at the time the test is administered, the local school district will provide additional instruction. The school staff is then responsible for determining when the standards have been mastered for graduation purposes. The SSAT-I is not given a second time to assist in making such a determination.

Students are expected to master both standards measured by the SSAT-II prior to graduation from high school. Students are given five opportunities to take and pass the test beginning with spring of the tenth grade. The test may be taken in the fall or the spring of the eleventh and twelfth grades if necessary.

The SSAT-II graduation requirement was originally to become effective in the 1978-79 school year. However, a court challenge to this requirement, *Debra P. v. Turlington,* resulted in an injunction preventing the State from requiring students to pass the SSAT-II until the 1982-83 school year. This postponement was intended to compensate for those students whose early education may have occurred under segregated conditions. In the interim, it should be emphasized that the test is a very important tool in measuring students' abilities to apply the basic skills to practical situations. The test results are useful in planning instructional programs for students regardless of graduation considerations.

It also should be emphasized that students who do not meet the graduation requirements posed by the state tests are permitted to continue their education beyond the twelfth grade. The Legislature has provided a "13th year" of free public education as a means of providing additional opportunities for students to master areas of weakness. Further, students can continue their education through the adult school programs.

The Impact of Minimum Student Performance Standards

The State Board of Education adopted the Minimum Student Performance Standards in April 1977. Remember the standards are minimum "objectives"; all students should demonstrate attainment of every one of the standards. However, students do not need to master each and every skill related to a standard in order to be classified a master of the standard.

A danger in interpreting these results lies in assuming that if a large number of students achieve all or most of the standards successfully then the curriculum is completely effective. Since the tests measure only basic skills and standards, achievement of these minimum standards reflects only the first step in the ladder of instruction. Educators need (1) to be alert to the danger of gearing the curriculum only to these minimum standards and (2) to continue to provide challenging learning experiences in a variety of content areas and levels. For many students, teachers should expect performance or achievement far beyond minimum standards.

Minimum Student Performance Standards are provided for reading, writing and mathematics. Local school districts must continue to provide instruction in the other curricular areas beyond the basics. Students will need instruction in such areas as social studies, science, health, music and art. Furthermore, most students will be able to far exceed the minimum expectations measured by the state tests. Schools must provide instruction which encourages students to learn as much as they can.

Comparing Percentages of Achievement

Although percentages of achievement as a form of reporting test data are clear and easy to understand, they encourage the expectation that scores should be 100 percent and anything less is a reflection of the educational system's or the student's inadequacy. This is not necessarily true, of course, but the expectation of 100 percent mastery can create a communication problem between school officials and the public.

The problem is compounded when comparisons are made, for example, between classroom and school scores. Comparisons, per se, are not bad. They may help identify a school with a particularly good instructional program or help select the classroom which most needs additional help for the students. However, in order for comparisons to be used positively, there must be guidelines to determine which differences are large enough to warrant attention.

Unfortunately, consideration of what constitutes a "statistically significant" difference is usually not a satisfactory approach. The large number of students tested in a typical district often makes any difference "significant." For this reason, it is better to take a cautious, practical approach to the task.

In a typical classroom of 25 to 30 students, one student represents 3-4% of the class total. Thus, the score is 100% if all students achieve a skill, 96% if one misses it, 92% if two miss it, and so on. In other words, one student may make a big difference in a summary score. Consequently, in comparing percentages of achievement between classroom units, look for differences of about 10% to 15%.

At the school, district and state levels, performance of an individual student has less impact on the total score. For these larger groups, a handy rule of thumb would be to consider differences of at least 5% as being of practical significance.

Concept of Mastery and Nonmastery Status

An accepted and necessary educational practice is to assess a student's instructional progress to determine mastery of specific skills as he or she proceeds through the educational program. Often the assessment is achieved by an informal method such as the teacher's judgment, or it may be a more formal test. Whichever method is used, there is always the possibility of statistical error creeping into a decision of whether a student is a master or a nonmaster.

It is possible to identify with a great deal of assurance the poorer performing students who attain few or none of the items measuring a skill or standard. The greatest problem in classifying students on a particular skill or standard occurs with the borderline master—the student who scores close to the criteria that determine master or nonmaster status.

For this reason, teachers need to examine the Statewide Assessment results in terms of consistency with the individual student's class performance, results from other evaluations, and the teacher's professional judgment. Such additional evidence will help to confirm or reject the State Student Assessment Test results for a specific skill or standard. If there are any discrepancies, the teacher then needs to pursue further the exact status of the student's performance or achievement.

In addition, and of great importance, is the degree of nonmastery. For instance, if a student misses 4 out of 10 items, he/she is probably achieving at a different level of nonmastery than a student who misses 9 out of 10 items. The instructional program and strategies for these two students would be different and would need to take into account the varying degrees of nonmastery.

WAYS TO USE THE ASSESSMENT RESULTS

The State Student Assessment Test reports contain much information about student achievement. Although all the information is important, it is almost impossible for anyone to deal simultaneously with all the data on all the skills. The ideas and suggestions described in this section may be useful in interpreting the results.

1. Use the *Parent Report, Student Report* and *Listing of Achievement* together to determine a hierarchy of need areas. By using these reports together, the teacher can go from the individual reports to the class or school reports to see which standards, skills and items are missed most by students. Remediation can then be directed by content areas for individuals, large groups or specially formed classes.

2. As soon as possible after receiving the reports, form a curricular committee of appropriate personnel (principal or assistant principal in charge of curriculum, teachers, counselors, district content area personnel and others) to analyze the *Test Foil Analysis* in conjunction with the test booklet. In this way, item format difficulties as well as item content problems can be detected for future remediation.

3. Most districts have curricular materials developed for teaching the Minimum Student Performance Standards and skills. If there are no curricular materials, a committee should be formed to examine the middle-school objectives in comparison with the tenth-grade skills, standards, and spelling lists. The same procedure should occur on the secondary level. This method reveals which basic skills are emphasized in the middle and secondary curriculum and, perhaps, why some standards and skills were missed by large groups of students. After the objectives, skills, standards and curricular materials are matched, any skills without corresponding curricular materials can be detected and the appropriate materials developed or provided.

4. Check State Student Assessment Test data against other available test data to see if there are any similarities or discrepancies in either group or individual performance. For example, a student or class with good scores on the district norm-referenced test should also do relatively well on the state assessment. If this is not so, further analysis should be made of testing conditions, psychological climate on the test day, physical and emotional problems of students on the test day and so on.

DISSEMINATION OF RESULTS

A complete and thorough analysis of the assessment results should be made as soon as possible. After the report forms have been received and the results have been reviewed, timely dissemination of the results to parents, teachers, counselors and others is very important. The following list of suggestions may be helpful:

1. Send home the *Parent Report*. An accompanying letter from the principal will add to the importance of this report and, perhaps, have a greater impact on the parents. An invitation to the PTA/PTO or other parent meeting to discuss interpretation of the SSAT-I or -II results also may encourage more parents to become involved.

2. Summarize data from the *Listing of Achievement* and, through a newsletter or pamphlet, present data to school board members and parent advisory groups.

3. Schedule both individual and group sessions with students to go over the student reports.

4. Communicate to middle-school teachers, ninth-grade teachers and guidance counselors, by letter or report, the list of standards and skills most often missed by tenth graders.

5. Write a brief positive paragraph to appear in the school news section of the local newspaper.

6. Make certain appropriate teachers receive *Parent Reports, Student Reports, Listing of Achievement* (SSAT-I and -II) and *Guide* as soon as possible.

GROUPING STUDENTS FOR REMEDIATION

Students requiring remediation have various characteristics and different needs. However, for purposes of "grouping," they can generally be divided into three groups.

The first, and most easily identified group, consists of those students *who missed the majority of the standards and skills*. Often these students have been previously identified as eligible for Title I programs, compensatory-education classes, or as candidates for special-education classes. This group, of course, requires the greatest attention as they will need the most help in meeting the graduation requirements of passing the SSAT-II and mastering the standards on the SSAT-I.

The second group needing remediation includes those students *who missed several standards*. Remediation procedures may be different for these students. They may spend a shorter time in remedial classes or may be helped by extra homework and special classroom assignments.

The third group includes the *"borderline" students* whose scores are close to the item criteria for skill achievement. The results for these students need to be analyzed carefully. Sometimes teacher judgment can determine a master or nonmaster. A follow-up test based upon the assessment program's item specifications may be in order. Also, other test scores and academic achievements need to be examined in relation to the assessment test scores. In any case, these borderline students may need further diagnosis to prevent misclassification.

CERTIFYING STUDENTS FOR STANDARD MASTERY

After students have been properly classified as nonmasters of one or several standards, they must be remediated until they can be certified as having mastered the missed standards. Methods of remediation are a district and school decision. An adequate certification record for each student might include the following:

1. A description of the methods used to remediate the student; for example, textbook exercises, large-group instruction, tutoring, summer school and so on.

2. The method used to verify standard mastery; for instance, posttest, "end of book" test and teacher observation.

3. The signature of the person in charge of legally certifying that the student has mastered the standard.

More complete records would include an individual progress folder on each student containing examples of work completed and the date of mastery. However, notation of standard mastery must be kept in or on the student's cumulative record folder according to State Board of Education Rule 6A-1.942.

CONSIDERATIONS FOR SPRING TESTING

Procedures need to be established to address the special nature of tenth-grade spring testing. Early testing was established to provide students a longer period for remediation of standards and to give them an additional opportunity to retake the SSAT-II. In order to best serve students' needs and to fully realize the benefits of this early testing, district and school personnel should review the assessment results immediately upon their receipt. A logical set of suggested activities might include:

1. When scheduling 11th-grade classes for fall, estimate the possible increase in the number of students who will be served in compensatory-education classes based upon tenth-grade results.

2. Leave some openings in the summer program (if your district has one) based upon estimations of students who failed one or both sections of the SSAT-II.

3. Follow the suggested analysis, dissemination and remediation procedures in this *Guide* as completely as possible during the last weeks of school.

4. Devise a separate record-keeping system for each tenth-grade student who failed the SSAT-II or did not master all of the standards. Records for these students should allow space for follow-up in both the student's 11th- and 12th-grade years. Verification of standard mastery may become quite complex because some remedial activities possibly will be split among tenth-grade teachers, summer school personnel and 11th- and 12th-grade teachers.

MINIMUM STUDENT PERFORMANCE STANDARDS AND SKILLS

The SSAT-I now administered to 10th graders is based on the 11th-grade Minimum Student Performance Standards. Any standard deficiency identified in the 10th grade among individuals or groups of students can be remediated during the latter part of 10th grade, in the 11th- and 12th-grade school year or in summer school if available in the district.

The following list includes all of the standards which were adopted by the State Board of Education in 1977 for grades 3, 5, 8 and 11.

READING STANDARDS

A. ACQUIRE A BASIC VOCABULARY.
B. DETERMINE WORD MEANING FROM USAGE IN PASSAGE.
C. DETERMINE WORD MEANING FROM WORD PARTS.
D. DETERMINE DIFFERENT SELECTIONS WITH SAME MEANINGS.
E. DETERMINE THE MAIN IDEA OF A MESSAGE.
F. FIND INFORMATION IN A MESSAGE.
G. DETERMINE CAUSE AND EFFECT OF EVENT OR ACTION.
H. DETERMINE THE GENERALIZATION SUPPORTED BY A MESSAGE.
I. IDENTIFY FANTASY, FACT, AND OPINION.
J. RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.
K. FOLLOW ORAL AND WRITTEN DIRECTIONS.
L. IDENTIFY SOURCES FOR NEEDED INFORMATION.
M. USE APPROPRIATE REFERENCE SKILLS.

WRITING STANDARDS

A. COMPOSE GRAMMATICALLY CORRECT SENTENCES.
B. ORGANIZE INFORMATION.
C. WRITE A PARAGRAPH.
D. SUPPLY NECESSARY INFORMATION.
E. WRITE LETTERS USING ACCEPTED FORMATS.
F. FILL OUT COMMON FORMS.
G. SPELL CORRECTLY.
H. PUNCTUATE CORRECTLY.
I. CAPITALIZE CORRECTLY.
J. WRITE LEGIBLY.

MATHEMATICS STANDARDS

A. COUNT QUANTITIES.
B. READ AND WRITE NUMERALS.
C. ROUND NUMBERS.
D. PUT NUMBERS IN ORDER.
E. IDENTIFY EQUIVALENT FRACTIONS, DECIMALS, AND PERCENTS.
F. ADD WHOLE NUMBERS.
G. SUBTRACT WHOLE NUMBERS.
H. MULTIPLY WHOLE NUMBERS.
I. DIVIDE WHOLE NUMBERS.
J. ADD AND SUBTRACT FRACTIONS.
K. MULTIPLY FRACTIONS.
L. ADD AND SUBTRACT DECIMALS.
M. MULTIPLY AND DIVIDE DECIMALS.
N. FIND PERCENTAGES.
O. MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND WEIGHT.
P. IDENTIFY GEOMETRIC FIGURES AND SHAPES.
Q. IDENTIFY THE VALUE OF COINS AND BILLS.
R. DETERMINE THE INFORMATION NEEDED TO SOLVE A PROBLEM.
S. ESTIMATE SOLUTIONS BY ROUNDING.
T. SOLVE WORD PROBLEMS—WHOLE NUMBERS.
U. SOLVE WORD PROBLEMS INVOLVING PROPER FRACTIONS.
V. SOLVE MONEY PROBLEMS.
W. SOLVE MEASUREMENT PROBLEMS (METRIC AND CUSTOMARY).
X. INTERPRET GRAPHS, TABLES, AND MAPS.

Listed below are the skills used to measure the end of 10th-grade or 11th-grade standards which were administered in the tenth-grade spring assessment of the SSAT-I. The skills are divided into content categories and are identified by skill number and the corresponding standard letter. Criteria for skill mastery are also given along with the item numbers used to measure the skill.

MATHEMATICS, SSAT-I

Standard/ Skills	Criteria: Correct Answers Needed	Skill Statement	Item Numbers
		NUMBER CONCEPTS	
C 1	4/5	Round a number with no more than three decimal places.	135-139
C 2	4/5	Round a mixed number to the nearest whole number.	145-149
D 3	4/5	Put three numbers in order (through millions).	106-108; 119, 120
E 4	4/5	Identify an improper fraction equal to a mixed number.	109-113
E 5	4/5	Identify a mixed number equal to an improper fraction.	114-118
E 6	4/5	Identify decimals and percents equal to common fractions.	179-183
		COMPUTATION WITH WHOLE NUMBERS	
H 7	4/5	Multiply two 3-digit numbers.	121-125
I 8	4/5	Divide a 5-digit number by a 2-digit number.	164-168
		COMPUTATION WITH WHOLE AND MIXED NUMBERS	
J 9	4/5	Add two mixed numbers.	140-144
J 10	4/5	Subtract a whole number and a mixed number.	155-159
J 11	4/5	Subtract two mixed numbers.	130-134
K 12	4/5	Multiply a whole number and a mixed number.	189-193
		COMPUTATION WITH DECIMALS	
M 13	4/5	Multiply two decimal numbers.	184-188
M 14	4/5	Divide decimal numbers.	174-178
		COMPUTATION WITH PERCENTS	
N 15	4/5	Multiply a whole number and a whole number percent.	150-154
N 16	4/5	Multiply a decimal number and a percent.	169-173

MATHEMATICS, SSAT-I

Standard / Skills	Criteria: Correct Answers Needed	Skill Statement	Item Numbers
		PRACTICAL PROBLEMS	
T 29	3/4	Solve word problems involving averages.	126-129
U 31	3/4	Solve word problems involving adding or subtracting fractions with unlike denominators.	160-163

READING, SSAT-I

		VOCABULARY	
A 1	7/10	Identify synonyms and antonyms.	44-47; 57-62
A 3	4/5	Identify literal definitions of words.	34-38
B 5	3/4	Use context to determine word meaning.	53-56
C 7	4/5	Choose prefix or suffix so word fits sentence context.	48-52
C 8	4/5	Associate inflected words in context.	86-90
		READING COMPREHENSION	
E 10	4/5	Infer main idea of a paragraph.	15-19
F 13	4/5	Determine the order of details in a selection.	39-43
H 18	4/5	Infer feelings and emotions.	24-28
H 19	3/4	Identify outcomes based on inferences.	82-85
		LOGICAL THINKING	
I 20	3/4	Identify facts and opinions.	20-23
J 22	4/5	Identify an irrelevant statement in a selection.	73-77
J 23	4/5	Identify conclusions based on insufficient evidence.	63-67
		STUDY SKILLS	
K 25	4/5	Follow written directions to c mplete a task.	6-10
M 27	4/5	Identify dictionary definitions of words used in context.	68-72

WRITING, SSAT-I

Standard / Skill	Criteria: Correct Answers Needed	Skill Statement	Item Numbers
		SENTENCE COMPOSITION	
B 2	3/4	Identify appropriate headings for groups of words and phrases.	11-14
		SPELLING, PUNCTUATION, CAPITALIZATION	
G 22	7/10	Identify correct spelling of common words.	96-105
G 25	4/5	Apply rule for adding prefixes and suffixes.	1-5
H 29	4/5	Use apostrophe and "s" for possessive of nouns not ending in "s."	91-95
H 30	3/4	Identify proper punctuation before conjunctions.	78-81
I 31	4/5	Capitalize proper nouns.	29-33

CRITERIA FOR ACHIEVEMENT OF MINIMUM PERFORMANCE STANDARDS AND SKILLS

Minimum Student Performance Standards are composed of several component skills (i.e., objectives) which are, in turn, defined by varying numbers of test items. Thus, the task of establishing criteria for achievement of standards becomes one of defining mastery of standards in terms of mastery of skills and items. A discussion of both follows.

Mastery of Skills

The primary problem in establishing a passing criterion is determining the minimal number of correct answers necessary to correctly classify a student as being a master or a nonmaster of a skill. Factors to be considered include (1) the probability that a student could guess enough answers to achieve the skill, (2) the probability that a student has the skill but makes an occasional careless error, (3) the philosophy that a student who has mastered a skill should be able to do it repeatedly, (4) the possibility that a student may have the skill but be so unfamiliar with a particular form of a test item that it is answered incorrectly, and (5) practical considerations of length of the test and time required to complete it.

Because all achievement tests are subject to certain measurement errors, a probability exists that a student may be misclassified. It is possible, with a certain deal of assurance, to identify as nonmasters the poorer performing students who attain few or none of the items measuring a skill. The greatest problem in classifying students on a particular skill occurs with the borderline master—the student who scores close to the criteria that determine master or nonmaster status.

To eliminate the problem of misclassifying an actual nonmaster as a master, some educators hold the philosophy that a master of an objective is one who can demonstrate the skill repeatedly and would demand criteria of achievement of 100%. That is, a master should be able to exhibit the skill correctly every time. On the other hand, others point out that such perfection is rarely realized. In trying to combine these two aspects of determining mastery and nonmastery, the following criteria are used to determine and report mastery of a skill for the State Student Assessment Test, Parts I and II:

When the Number of Questions to Measure a Skill is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1 of 2
3	2 of 3
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10
11	8 of 11
12	9 of 12
13	10 of 13
14	10 of 14
15	11 of 15
16	12 of 16

These procedures for governing mastery of skills are applied uniformly regardless of the number of choices presented the student through the multiple-choice items. Theoretically, items with fewer choices result in higher probability of guessing the correct answers. However, since a vast majority of the items contain four choices, this factor was disregarded.

The net effect of these procedures for scoring the tests for individual skills is to strike a reasonable balance between accuracy of classification, possibility of guessing, and practical test length. To achieve mastery status the student is required to demonstrate proficiency repeatedly but not 100% achievement. However, since not all possible questions in a skill area can be asked (e.g., not all multiplication problems), it is not possible to be perfectly certain that a "master" can indeed correctly solve every problem he/she may face in school or real life even when repeated proficiency is demonstrated.

Mastery of Standards

Florida students are expected to show mastery of all minimum performance standards. However, it would be unreasonable to expect students to correctly answer every test question. For this reason, it is necessary to determine rules for judging attainment of the standards.

By action of the State Board of Education August 1978, the criteria for mastery of each standard of the State Student Assessment Test, Part I for the 1981-82 assessment were determined by correctly answering the number of questions which measure that standard as follows:

When the Number of Questions to Measure a Standard is:	The Minimum Number of Questions Required to be Answered Correctly Shall be:
2	1
3	2
4	3
5	4
6	5
7	5
8	6
9	7
10	7
11	8
12	9
13	10
14	10
15	11
16	12
17	12
18	13
19	14
20	14
21	15
22	16
23	17
24	17
25	18

To pass the State Student Assessment Test, Part II, a student must successfully complete both the communication skills standard and the mathematics standard by correctly answering, on any one administration of the test, the following number of required items per standard:

When the Number of Questions to Measure a Standard is:	The Minimum Number of Questions Required to be Answered Correctly Shall be:
55	39
56	40
57	40
58	41
59	42
60	42
61	43
62	44
63	45
64	45
65	46
66	47
67	47
68	48
69	49
70	49
71	50
72	51
73	52
74	52
75	53